



Pupil Premium Report– September 2018

Summary of Outcomes for Disadvantaged Pupils

We are a fully inclusive school and we are ambitious for all our learners. Throughout 2017-18 all staff continued to demonstrate their commitment to maintaining and promoting our high expectations and support for disadvantaged pupils.

As a school we continue to work with disadvantaged pupils to support them both academically and emotionally and strive to work in partnership with parents and any additional outside agencies, as appropriate. The pupil premium will be used by Cirencester Deer Park School to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Our data analysis indicates that, as a group, our eligible pupils performed below that of their peers at Deer Park and suggests that they performed below that of other learners nationally too. There were, however, some real successes amongst some of our eligible pupils in the Class of 2018. For example, 22 pupils (63%), all achieved 5 or more A*-C/9-4 grades. 60% of our disadvantaged learners achieved a grade 4 or more in maths and 66% achieved a grade 4 or more in English.

We are aware that a significant number of our eligible pupils in our Class of 2018 faced circumstances outside of school that challenged their ability to work effectively in lessons. These included significant and debilitating mental health issues, health related persistent absenteeism, dysfunctional home environments, bereavement and safeguarding considerations. These pupils were supported intensively and extensively by the school and outside agencies. Unfortunately, despite the high level of support available, some pupils were not able to make the progress that we had planned for them.

The cohort generally displayed high levels of engagement and enjoyment in their lessons and extra-curricular opportunities offered to them, especially where financial support from pupil premium funding could provide support to develop a broad range of learning experiences, extending cultural capital, both within and beyond our classrooms. Our Pupil Premium Learning Mentor worked with some of our disadvantaged pupils to help accelerate their progress in their different subjects, with some positive outcomes.

We are acutely aware that there are significant gaps in progress in both English and Maths which we have been addressing in 2017-18 but need further attention in 2018-19.

Attainment	2017	2018
Pupils attained 5A*-C/9-4 including English and Maths	67%	65%
PP eligible pupils attained 5A*-C/9-4 inc English and Maths	38%	46%
Non-PP eligible pupils attained 5A*-C/9-4 inc English and Maths	74%	69%
Gap between FSM ever and non-FSM ever pupils	-36%	-23%

At this stage we don't have the national data in order to look at rates of progress between different groups.

We have reported comparative data for 2017. However, it is important to remember the composition of each cohort of pupils varies:

Prior Attainment			
Year Group	Low	Middle	High
Class of 2017	11 (5%)	94 (46%)	91 (44%)
PP eligible pupils in Class of 2017	3 (1%) (27% of all LA pupils)	25 (12%) (27% of all MA pupils)	11 (5%) (12% of all HA pupils)
Class of 2018	17 (9%)	74 (41%)	76 (42%)
PP eligible pupils in Class of 2018	7 (4%) (41% of all LA pupils)	16 (9%) (22% of all MA pupils)	8 (4%) (10% of all HA pupils)

As a whole school we are constantly reviewing the progress of disadvantaged pupils, and seeking interventions, both in the classroom and beyond, to support and challenge our disadvantaged learners. The strategies used to track pupil performance includes:

- A focus in Faculty Progress Reviews, held 6 times per year between Heads of Faculty and the Headteacher or Head of School, around disadvantaged pupils: the provision being made for them in classes and the support from the faculty for underperforming pupils;
- Weekly examination of whole school Key Performance Indicators, looking at pupil attendance including disadvantaged pupils, as a key group. Intervention strategies for pupils identified with attendance concerns are discussed and new actions are implemented as a result of these discussions;
- Accountability for the progress of disadvantaged pupils is reflected in all teachers' appraisal objectives. Training with teachers has highlighted the importance of all staff working together to support disadvantaged pupils;
- Key Performance Indicators are shared and discussed with middle leaders and the Local Governing Body on a termly basis.

Spending Summary 2017-18

In 2017-18 we had 187 pupils who were eligible for Pupil Premium Funding. The total income from the Pupil Premium Grant (FSM Ever6) for the year was £190,243.39.

The spending of the pupil premium funding received was split into two main categories: Academic and Pastoral. The overall aim for both of these areas, as in the previous year, was to ensure that all pupils in receipt of the Pupil Premium were equipped to learn and that any gaps in their attainment were identified and addressed. The strategies selected to use to support disadvantaged pupils have been selected largely based on the research conducted by the Education Endowment Foundation, in addition to identified strategies from within school that have been successfully implemented. In line with government advice the funding received was not tied to individual pupils but spent where the need was greatest.

The strategies, what was spent on them and their impact are outlined below:

Academic Spending

PP funding expenditure	Cost	Impact	Why
Pupil Premium Dividend and Bursary scheme available for every disadvantaged pupil	£37,400.00	Pupils had the opportunity to access enriching learning experiences that might otherwise have been financially prohibitive. Pupils attended school as they had the necessary equipment and potential issues around kit and equipment did not hamper learning.	In order to extend learning opportunities to disadvantaged pupils and to ensure pupils are ready to learning a dividend and bursary are available to contribute to the cost of trips, the purchase of equipment required for school. For example, uniform, PE kit, maths equipment, stationary, hire of instruments for instrumentalists.
Bespoke tuition and targeted intervention in Maths – Literacy and Numeracy Support	£36,720.00	Increased confidence in literacy and numeracy resulted in 66% of disadvantaged pupils achieving a grade 4+ in English and 60% achieving a grade 4+ in Maths.	Well targeted support and intervention had positive impact on the performance of some pupils. This was less effective with other learners, some of whom faced challenges beyond the classroom.
The Brilliant Club	£1,340.00	Pupils worked with university PhD students to a high level; Increased confidence in using research from a range of sources to justify a reasoned argument; working with peers of a similar ability profile.	The Brilliant Club have evidence to demonstrate that increased exposure to universities when younger increases uptake of groups who have previously not considered this education route.
Provisional finance for exam EARs for disadvantaged pupils	£1,000.00	More disadvantaged pupils have had EAR requests submitted to exam boards, especially in the core subjects.	The school's policy for requesting EARs is that in 95% of cases any paper reviews requests made to exam boards should be paid for by parents. We have, however, found this to be prohibitive with disadvantaged pupils and so we have funded some disadvantaged pupils EAR requests, when Heads of Faculty have felt that a higher grade should have been attained and when they have been close to a grade boundary. We have done this to ensure equity between our non-disadvantaged and disadvantaged pupils.
Parents' Evening Online Appointment System (and running costs)	£700.00	This system is in the second year of its use. Following the initial launch with parents we have undertaken to call, in advance of the appointment system opening, all parents of disadvantaged pupils to arrange appointments on their behalf. This has significantly improved attendance of parents for this group of vulnerable pupils.	Over the past few years it has been clear that parent engagement of disadvantaged pupils was not as strong as those who are not disadvantaged. To try and increased engagement and empowerment of parents of disadvantaged pupils we adopted using a very simple online booking system.

Pastoral Spending

PP funding expenditure	Cost	Impact	Why
Proportion of the cost of the running costs of the school Inclusion Centre	£35,328.00	A higher proportion of disadvantaged pupils access this intervention. As a consequence of this intervention, many pupils that access this resource move forward in their wider learning.	Pupils who work with the inclusion staff have an opportunity to explore strategies for removing their own barriers to learning and it provides them with an opportunity to share how they are feeling.
Appointment of a Pupil Premium Mentor, to work alongside the senior leader with responsibility for disadvantaged pupils.	£24,825.00	Raised profile of pupils in our disadvantaged groups across the school and focus action on supporting progress including strategies for using within the classroom.	Having a Pupil Premium Mentor working alongside the senior leader created capacity for driving ambition for disadvantaged pupils in addition to raising disadvantaged pupils' aspirations.
Oversight of Disadvantaged Pupils and strategies implemented school-wide	£18,000.00	Continued to raise the profile of disadvantaged learners with staff, work with all Year 11 PP pupils and work with parents on engagement with school.	Leadership of provision for disadvantaged pupils across the school is critical and in order for it to be successful it needs to be led from a senior level.
Proportion of the cost of Attendance and Support Officer	£14,500.00	The attendance of pupils eligible for the pupil premium who had an AIM implemented improved their attendance across 2016-17.	Well targeted support and intervention for pupils with low attendance or at risk of low attendance through the use of proactive pastoral care including home visits, AIMs and the involvement of outside agencies.
Open Coaching Centre every lunchtime	£7,500.00	Vulnerable pupils accessed support and mentoring needed to enable them to make progress in lessons.	Judicious targeting of vulnerable pupils receiving tailored support and coaching from our Learning Coach and Teaching Assistants at lunchtimes. This included supervised and supported study as well as the development of social skills.
Breakfast Club	£5,430.00	There was a slow uptake in this provision in 2016-17. This has been developed further in 2017-18 and has included a range of healthy breakfast cooking/creating opportunities, including awareness of cost, whilst also ensuring it's a nutritious breakfast, with some of the recommended '5 a day' included.	Towards the end of the year some more time was found for providing further provision to disadvantaged pupils. This included providing a breakfast facility for pupils in receipt of pupil premium funding. School is conscious of the fact that learners need good fuel inside them in order for them to operate and learn effectively and so we wanted to ensure provision was made to provide this.

Alternative to Exclude: Resource to support this	£4,000.00	Whilst this is a resource used with all pupils across the school, there are a good proportion of disadvantaged pupils who benefit from having an alternative to exclusion, which benefits them in the longer term. It is also a better use of their time, with teachers providing work that they miss during their lessons to complete.	In-school 'Pop-up' provision for pupils requiring a sanction that excludes them from the school community is a method that prevent pupils (both disadvantaged and non-disadvantaged) being externally excluded. This facility also ensures pupils have work to complete and there is an opportunity for an integration meeting, where 'repair and rebuild' can occur.
Young Carers' Mentor	£2,500.00	The profile of young carers was raised amongst teaching and support staff. This included helping teaching staff to understand some of the barriers or hindrances to learning for young carers.	There is a strong correlation between our disadvantaged pupils and those who have been identified as a young carer in school. The support was to ensure that there was effective capacity for learning and prevention of absence issues commonly linked to those identified as young carers.

In 2017-18 we had one Looked After Child in the whole school. The pupil was in Year 11 and the funding was used to provide a range of personalised support, including incentives to attend school, learning support in our inclusion centre, education off site and counselling.

Provision was made for the pupil to sit exams at a different establishment, to support their learning need and emotional wellbeing.

Following our on-going evaluation of the use of the Pupil Premium Grant in school for the year 2017-18, our provision to disadvantaged pupils will remain a key objective within the whole school strategic plan for 2018-19. Our School Strategic Plan has 3 main strands. One of these strands is: *To ensure disadvantaged pupils make the progress of which they are capable.* We are currently developing our Disadvantaged Pupils' Plan for 2018-19. This will be published on www.deerparkschool.net.

Key actions that will be included in our Plan for Disadvantaged Pupils for 2018-19 will be to:

- Ensure raising the progress of pupils in disadvantaged groups is an explicit action within our whole school strategic plan 2017-20 and that everyone across the school's community is aware of our ambition and shared responsibility for these pupils;
- Further develop our tracking and monitoring of pupils' progress across the school to identify the most effective strategies when working with disadvantaged pupils;
- Further develop our tracking and intervention of pupils' attendance across the school when working with disadvantaged pupils;
- Target disadvantaged pupils for mentoring in both KS3 and KS4 and engage Year 9 pupils in 'The Brilliant Club' to raise aspirations, both in school and beyond, promote curiosity and develop independent study skills;
- Deliver a rigorous CPD structure for 2017-18 through the use of scheduled staff 'research for learning' groups which includes a group addressing the question: 'How can we raise the achievement of our disadvantaged learners?'

Liz Lang
Head of School, 2018